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TEACHER RATIONALIZATION STUDY: EQUITY AND EFFICIENCY ANALYSIS IN GHANA'S PUBLIC PRIMARY SCHOOLS

USAID PARTNERSHIP FOR EDUCATION: EVALUATING SYSTEMS

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Social Impact, Inc.

Education Week: Evidence Day Presentation

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PURPOSE OF THE STUDY

- Demand-Driven Study
- To produce evidence-based recommendations to enable the MOE and GES improve and implement policies related to the rationalization, deployment, and retention of teachers in line with Ghana's LOI policy



METHODOLOGY

National Situation Analysis (September 2017-February 2018)

- Analysis of existing datasets such as EMIS, IPPD, EGRA and SRC.
- Interviews with key stakeholders and policy makers.
- Present initial findings to Teacher Rationalization Study Working Group (TRSWG) and finalize plan for regional data collection.

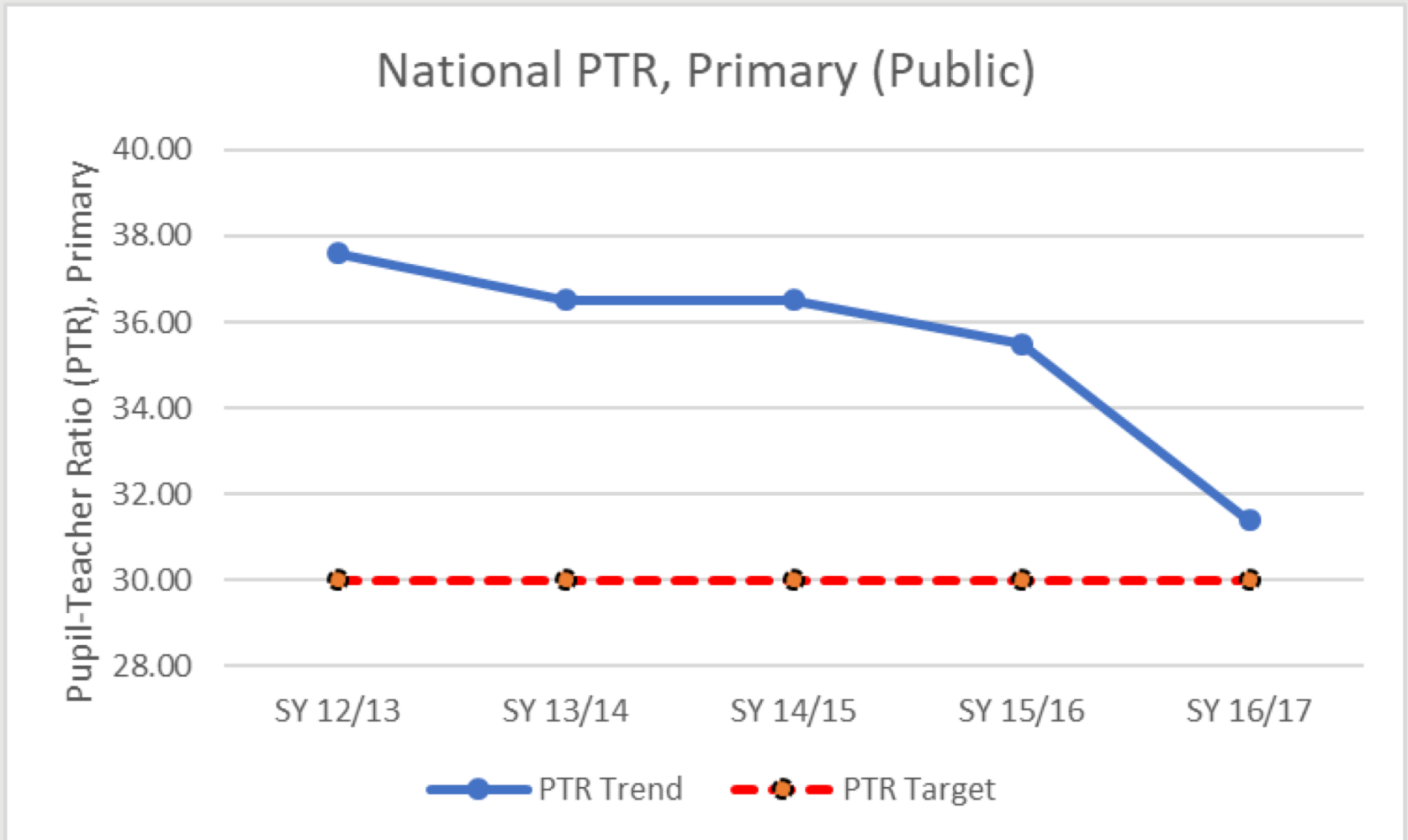


Regional Study (September 2018-October 2018)

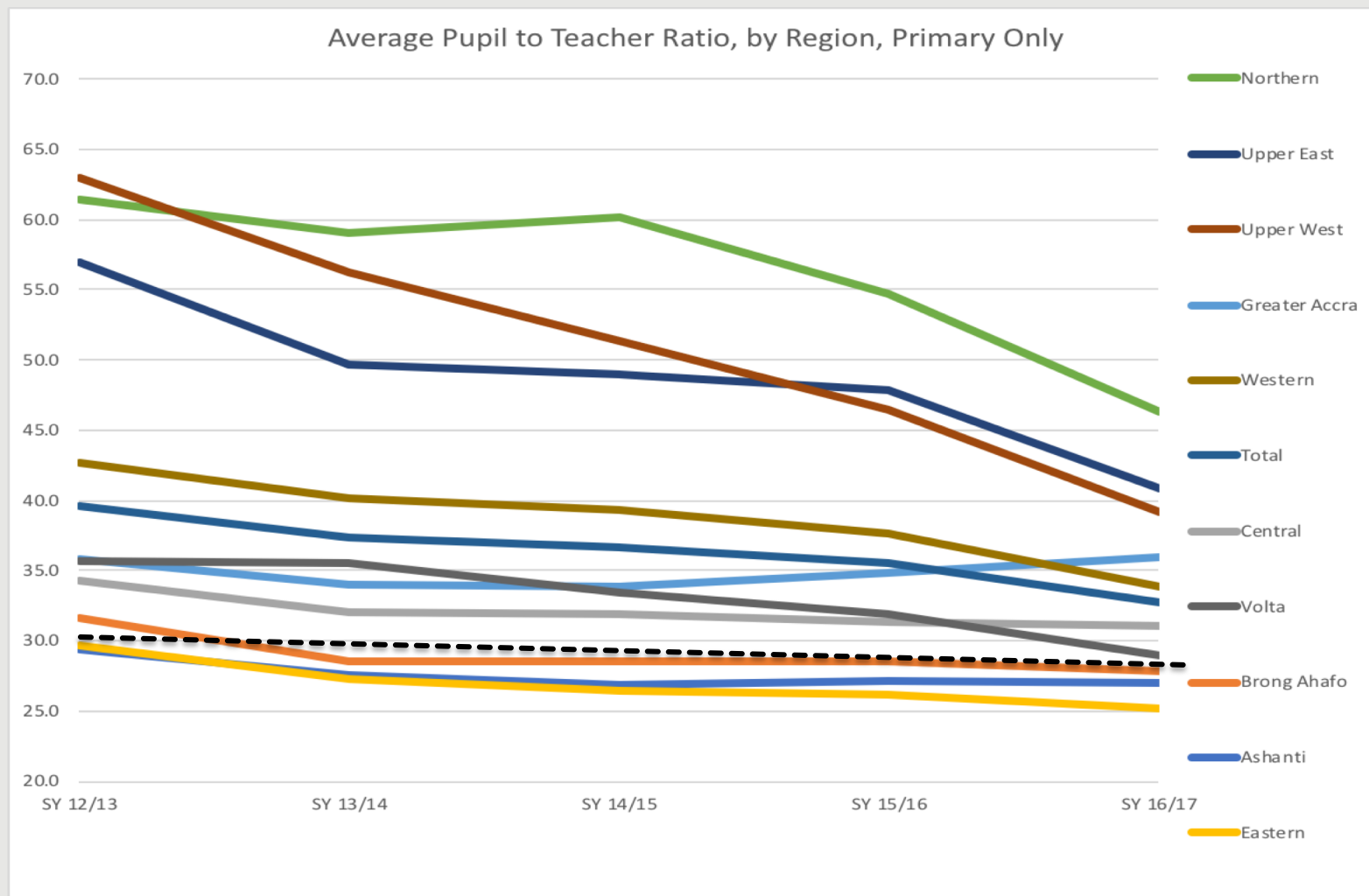
- In-depth district case-studies to examine **context-specific issues and challenges**
- Interviews with district and circuit officials, as well as head teachers and teachers.
- Collaboratively develop set of **short- medium- and longer-term** recommendations with TRSWG based on report findings

INITIAL NATIONAL LEVEL KEY FINDINGS

I. Pupil-Teacher Ratio (PTR) and Class-Teacher Ratio (CTR) figures at the national level mask severe inequities and inefficiencies in teacher resourcing at the regional and district levels.

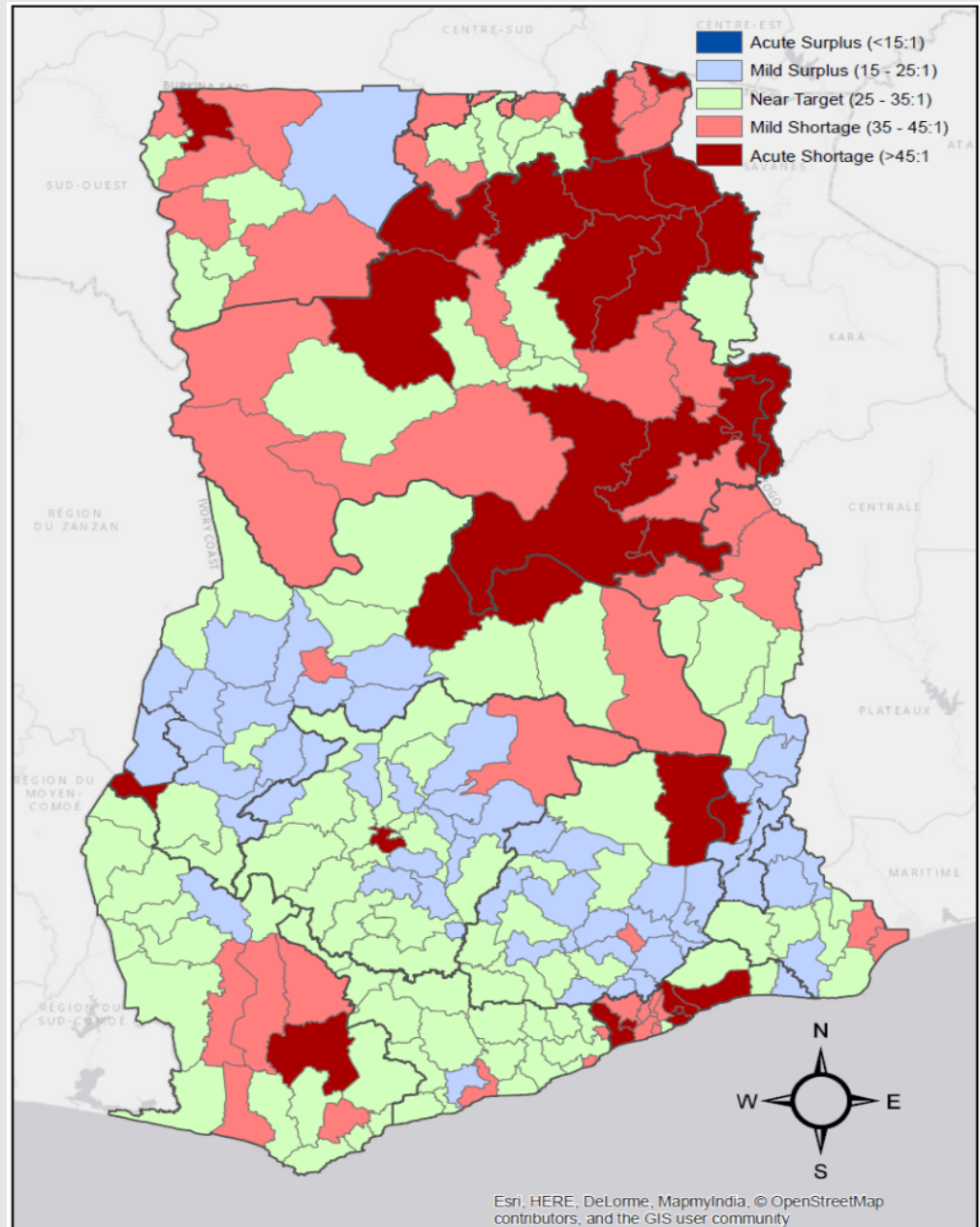
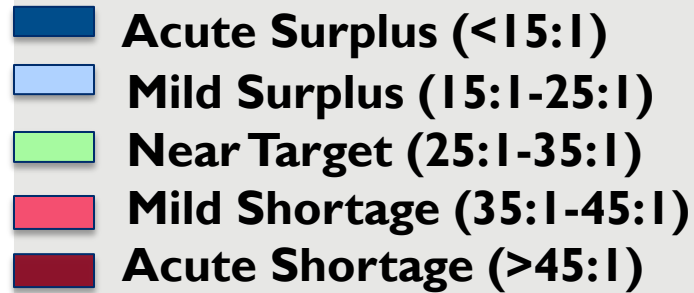


Regional level PTR Inequities



District Level Inequities

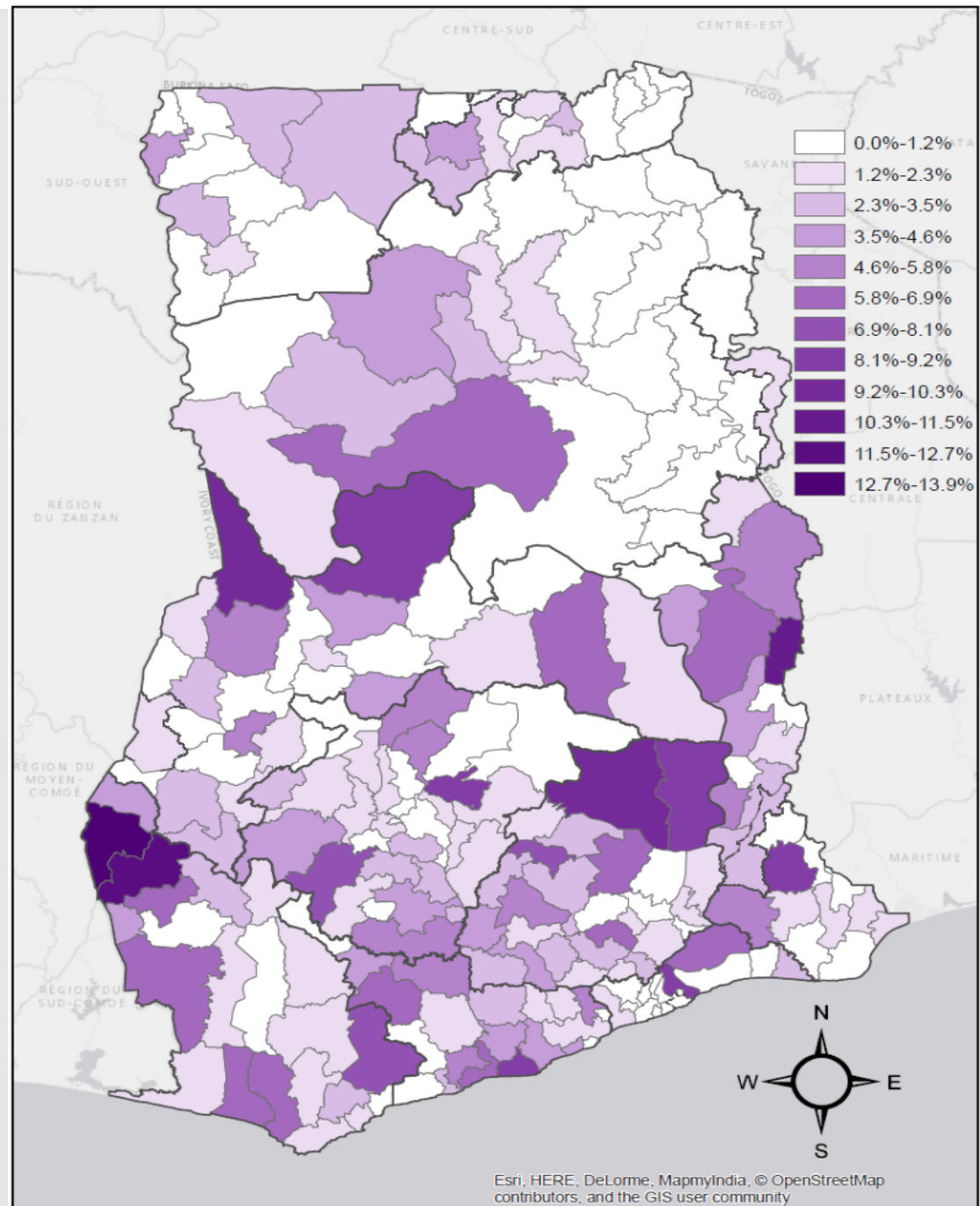
SY 16/17 KG & Primary PTR, by
District



Intra-District Efficiency

Inefficiency: Districts that contain schools with BOTH acute shortage and acute surplus so teachers can be redistributed within the district to meet target PTR

The dark shared areas are districts that are inefficient in teacher deployment



INITIAL NATIONAL LEVEL FINDINGS Cont.

The TRS report goes more in-depth into the following findings. These are initial findings that will be further investigated in the Regional Study

2. Teacher Shortage—Rural & Underserved areas

- Shortages of teachers in rural and underserved areas are largely due to **lack of social amenities, inadequate facilities, poor condition of service** and the perception that the **teaching profession is not attractive**

3. Inadequate Policies & Procedures

- Policies and procedures on teacher deployment and retention are understood differently by managers of education

4. EMIS Data

- EMIS has rich data available for analysis. The study identified key areas for further improvement (missing data, difficulty when integrating with other data sources)

WHAT NEXT?

Building on the national findings, the regional analysis will go more in-depth to examine context specific issues that emanated from the national situation analysis report.

September 2018 to October 2018

Conduct Case Studies in 10 selected districts

December 2018

Develop Final Report, policy recommendations, and dissemination

Ongoing

- Utilization of Results: TRS Working Group training on presenting TRS Study results and policy change advocacy



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End of Presentation.

THANK YOU

QUESTIONS?

[Access the draft report](#)